

e-Portfolio DEF

by Ethan Furbert

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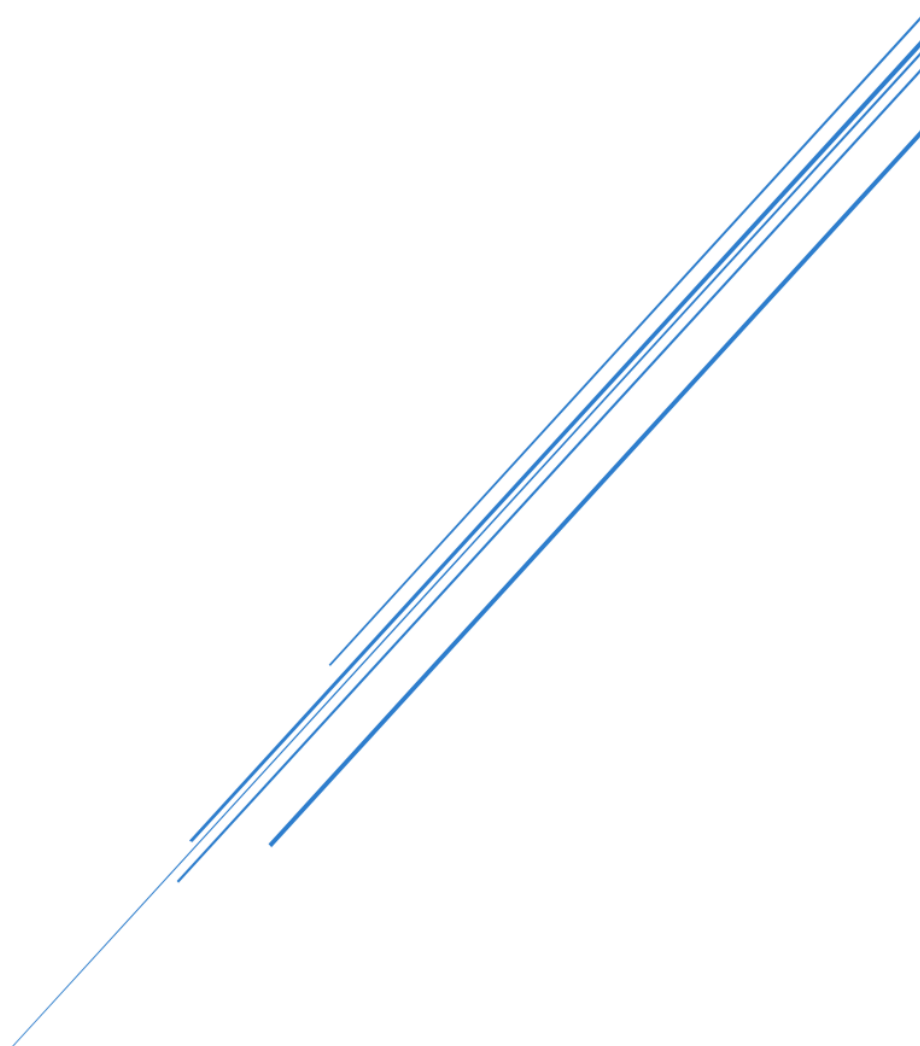
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Word count: 352

Character count: 2080

E-PORTFOLIO

D Ethan Furbert



UWTSD
Learning in the Digital Era

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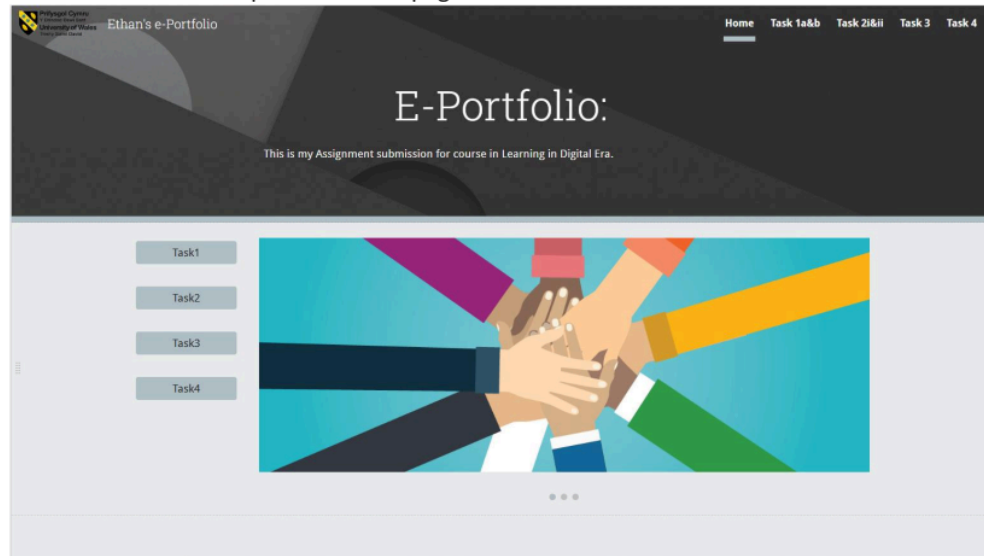
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1. e-Portfolio.

A **link** to the online e-portfolio homepage.

<https://sites.google.com/view/defurbertdemo/home>

A **screenshot** of the e-portfolio homepage.



2. – Written summary.

* A **screenshot/s** of the task answer in the e-portfolio.

One of the most important aspects of adulthood is the pursuit of work, which has been influenced in recent decades by the development of global economies and technologies. Essential abilities are vital in today's job market for independent contractors as well as those looking for work with other companies.

A wide range of talents are frequently required for self-employment, which people must either successfully manage or acquire. Virtual reality (VR) technology has showed promise in assisting in the development of these skills, especially for people with impairments. A growing body of research has examined the role of virtual reality (VR) in VR self-employment, with a focus on the client-agency interaction, which varies greatly depending on the counsellor and available resources.

Effective self-employment cases are customized, concentrating on the unique requirements, abilities, drives, and support networks of each client. People that use customized practices to hone their talents improve their employability and raise their chances of being considered as competitive candidates when applying for jobs.

In conclusion, the capacity for adaptation and the acquisition of necessary skills are critical for navigating the modern job market and guaranteeing that individuals can fulfil the expectations of their chosen sectors.

Bibliography

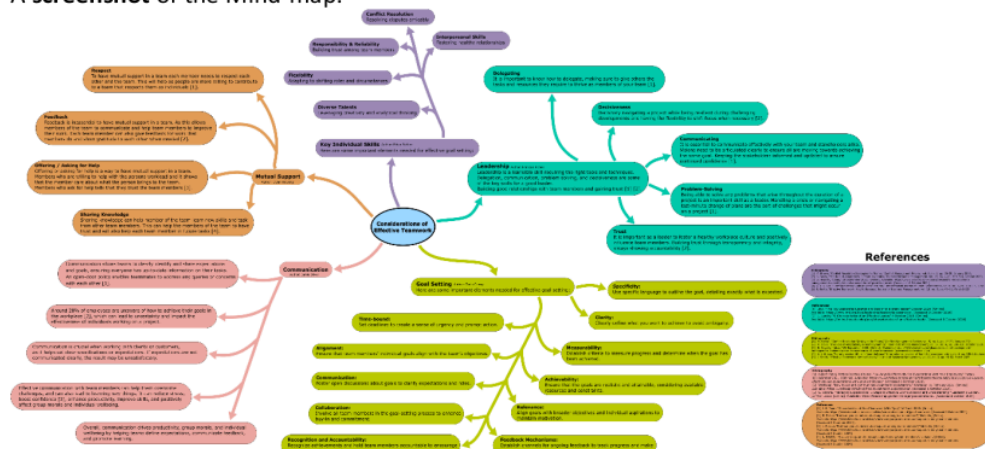
[1] Yamamoto, S. H., & Olson, D. L. (2016). Self-Employment Success and Challenges: Perspectives of Vocational Rehabilitation Clients and Counselors. *Sage Open*, 6(3). <https://doi.org/10.1177/2158244016665892>

3. – Mind Map & Academic poster.

A **link** to view the Mind-map online. (OneDrive)

[Mindmap finished.png](#)

A screenshot of the Mind-map.



A **link** to view/download the Poster from it's cloud storage (e.g. OneDrive, Google drive).

[Enhancing teamwork success \(Individual Poster\).pptx](#)

A screenshot of the Poster.

Enhancing teamwork success

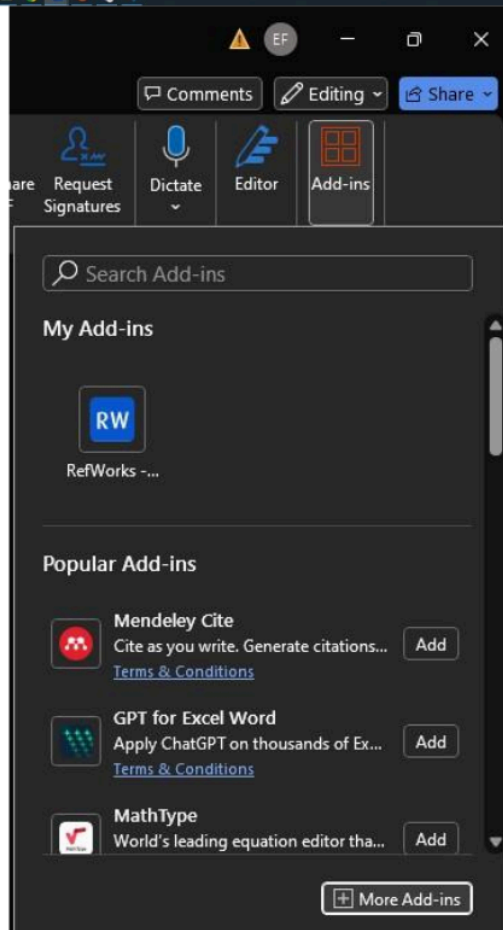
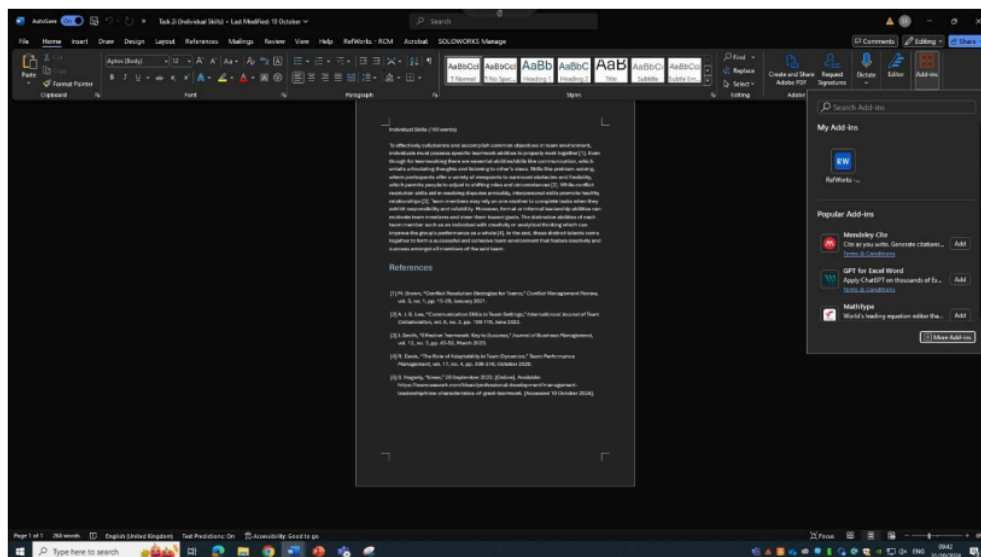


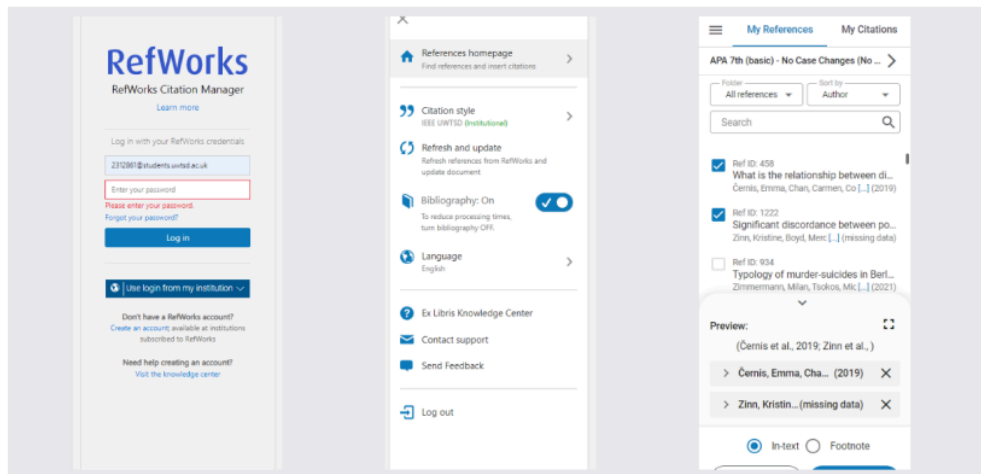
Prifysgol Cymru
Y Dindod Dewi Sant
University of Wales
Trinity Saint David

Introduction	Key teamworking abilities	Conclusion
<i>In order to effectively collaborate and achieve common objectives in a team environment, individuals must possess specific teamwork abilities</i> <i>These abilities must enable the individual to be open to critics, able to offer solutions or ideas to help the group moves closer to their goals, and ultimately be open minded to other suggestions.</i> 	Communication •Articulating thoughts •Actively listening to others' ideas Problem-Solving •Offering diverse perspectives •Overcoming obstacles collectively Flexibility •Adapting to shifting roles and circumstances Conflict Resolution •Resolving disputes amicably Interpersonal Skills •Fostering healthy relationships Responsibility & Reliability •Building trust among team members Leadership Skills •Motivating and guiding towards goals Diverse Talents •Leveraging creativity and analytical thinking	<i>These unique talents combine to create a successful and cohesive team environment, fostering creativity and success among all members.</i>  References [1] K. Scott, <i>Radical Candor: Be a Kick-Ass Boss Without Losing Your Humanity</i>, Hardcover Ed. St. Martin's Press, 2017. [2] "Using the Stages of Team Development MIT Human Resources," Accessed: Oct 17, 2024, [Online]. Available: https://hr.mit.edu/learning-topical/teams/articles/stages-of-team-development [3] "Tuckman's Stages of Group Development - WCU of PA," Accessed: Oct 17, 2024, [Online]. Available: https://www.wcupa.edu/coral/tuckmansStagesOfGroupDevelopment.aspx [4] A. Gurney, "Key Insights from "Radical Candor"", <i>Cx@Wrike</i>, https://medium.com/wrikecublog/key-insights-from-radical-candor-68a761c6e6d2 (accessed Oct 17, 2024).

4. – Automatic Referencing tool.

* A **screenshot** of the task answer in the e-portfolio.





5. – e-Portfolio creation and review.

* Include a **screenshot** of each page of your e-portfolio.

 Edit logo

Task 1

One of the most important aspects of adulthood is the pursuit of work, which has been influenced in recent decades by the development of global economies and technologies. Essential abilities are vital in today's job market for independent contractors as well as those looking for work with other companies.

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Bibliography

[1] Yamamoto, S. H., & Olson, D. L. (2016). Self-Employment Success and Challenges: Perspectives of Vocational Rehabilitation Clients and Counselors. *Sage Open*, 6(3). <https://doi.org/10.1177/2158244016665892>



Summary for Task 1a

For task 1a, we were asked to give our perspective / input on what would be "essential skills" for studying and employment in 250 words. On the left it mainly is about the pursuit of work being the driving point once someone reaches adulthood. So many companies and world bodies would be looking for specific skill sets in order to find individual viable to their work environment. The best way I found to gain / develop such "essential skills" were to utilize VR in order to have a more in hand experience, from a studying relating to help disabled individuals into getting such experiences.

Task 1b

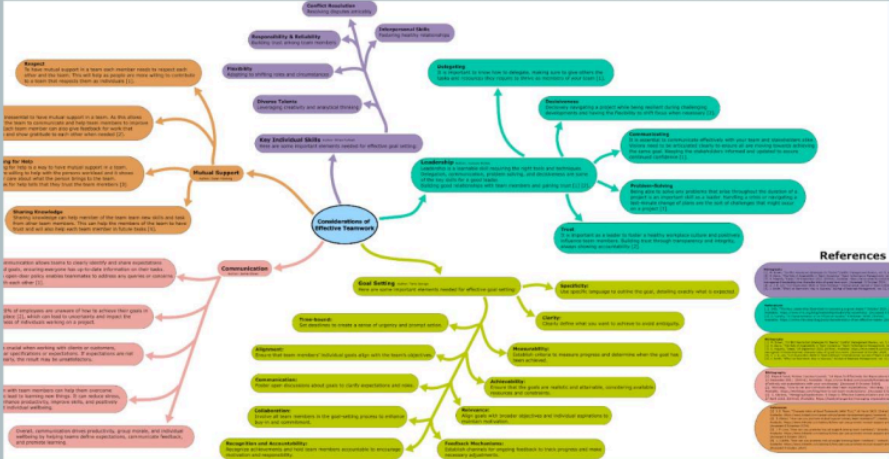
The second part to Task 1 was to submit the prompt to turnitin, which is a plagiarism prevention and text-matching software that compares student work to a large database of materials to help identify potential plagiarism and improve academic integrity. It was meant to show us 1st time users how to properly utilize and reflect upon assignment and check how much would the program can pick up or can find to be exploited.


Ethan's e-Portfolio

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Task 2i&ii

MindMap / Poster



Considerations of Effective Teamwork

- Individual Skills**
 - Surface Knowledge**: Having general access
 - Responsibility & Reliability**: Making sure things get done
 - Flexibility**: Being willing to change roles and responsibilities
 - Team Values**: Creating a culture and ethical framework
 - Key Individual Skills**:
 - Communication**: Being able to express ideas and listen to others
 - Problem Solving**: Being able to identify and solve problems
 - Teamwork**: Being able to work with others to achieve a common goal
 - Leadership**: Being able to guide and motivate others
 - Conflict Resolution**: Being able to resolve disagreements
 - Decision Making**: Being able to make choices and take action
 - Time Management**: Being able to manage time effectively
 - Resource Management**: Being able to use resources efficiently
 - Team Building**: Being able to create a strong team
 - Teamwork**: Being able to work with others to achieve a common goal
 - Leadership**: Being able to guide and motivate others
 - Conflict Resolution**: Being able to resolve disagreements
 - Decision Making**: Being able to make choices and take action
 - Time Management**: Being able to manage time effectively
 - Resource Management**: Being able to use resources efficiently
- Communication**
 - Teamwork**: Being able to work with others to achieve a common goal
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 - Resource Management**: Being able to use resources efficiently

References

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These slide shows the MindMap that me and my group has created for Task 2 of effective skills for teamwork amongst a group and the second picture is an individual poster that I created for the e-portfolio providing a more in depth view into such teamwork skills.

The New Norming:

When first forming a team of individuals its best to understand each other before starting your assignment or moving towards a collective goal.[1] This stage is usually called the norming stage. The norming stage is like an ice breaker, in which you're trying to get to know each member of the team / group to best utilize each other's skills in the future. The stage also can establish the roles of each member, leader etc. The main signs of the norming stage are:

- Members avoid conflict
- Members wish to conform
- Members start to trust others
- Members concerned with needs of the rest of the team[2]



feedback is intended to help them grow.[2]



You may ask what and how to use radical candor? Radical candor, when applied effectively, enhances team performance and builds trust among members. While it may seem intimidating for newcomers, here are some practical tips for implementation:

- Focus feedback on outcomes (e.g., "X is likely if we do nothing but Y").
- Encourage questions to foster clarity.
- Take a holistic approach to feedback.
- Ensure recipients understand that

Radical candour

'Radical Candor is caring personally while challenging directly. At its core, Radical Candor is guidance and feedback that's both kind and clear, specific and sincere.' [3]



Commitment and Accountability

'As discussed in the last session, conflict avoidance leads to a lack of commitment and accountability. People are driven by a desire to be heard. However, to be able to do this effectively, team members must have the ability to challenge directly and show empathy at the same time.[3]

With all this coming into play, you must also acknowledge the possibility of losing or even gaining another member throughout your time in a group. Would you still be able to follow to same structure as before when that said team member was there or how would you try to get the new member involved? Questions like that could cause more of drift in a group that doesn't have to much of a plan in the first place but with the radical candor your options could filtered down.[1]

By learning more about how to not only be in groups but also manage and ultimately the keys to succeed in such has helped me be more involved in attempting to be more open about different situations.[4] Also, the fact it has made me keener about being prepared for such events that may occur within the time frame of upcoming assignments that may concern possible group- activities.[5] The graph of the radical candor has simplified the importance of each attribute relating to group behaviours / responsibilities and accountability.

How I Reference

I was able to create this reference table mainly through the tool of RefWorks. RefWorks is a free to use referencing, organizing citation, and managing tool that is user friendly. It's able to allow the users to appropriately select and choose said references that has already been saved and set up your Bibliography in the desired reference formatting.(IEEE)



References

[1] K. Scott, "Radical Candor: Be a Kick-Ass Boss Without Losing Your Humanity," Hardcover Ed. St. Martin's Press, 2017.

[2] "Using the Stages of Team Development | MIT Human Resources," Accessed: Oct 17, 2024, [Online]. Available: <https://hr.mit.edu/stages>.

[3] "Tuckman's Stages of Group Development - WCU of PA," Accessed: Oct 17, 2024, [Online]. Available: <https://www.msu.edu/article/tuckmans-stages-of-group-development.aspx>.

[4] A. Quattrone, "Key Insights from 'Radical Candor'," <https://medium.com/@a.quattrone/insights-from-radical-candor-85a731c0a6d2> (accessed Oct 17, 2024).

Ethan's e-Portfolio

Home

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Task 4

Google Sites

Why I choose google sites

There are a number of benefits to using Google Sites for an e-portfolio that may make it a better option than other website builders:

- 1. An interface that is easy to use**
Users of various skill levels can utilize Google Sites because of its easy-to-use drag-and-drop interface. Because it's so simple to use, people can concentrate on creating content instead of dealing with technological difficulties.
- 2. Google Workspace Integration**
Drive, Docs, Sheets, Slides, and other Google services are all easily integrated with Google Sites as part of the Google ecosystem. This integration streamlines the process of showing work by making it simple to incorporate documents, presentations, and media.
- 3. Efficient Use of Money**
Since Google Sites is free to use, it's a cost-effective choice for novice professionals or students. A lot of other website builders have premium features or subscription costs that can mount up over time.

Final Thoughts
In conclusion, Google Sites is a great option for anyone wishing to establish an efficient e-portfolio because it combines security, collaboration tools, strong integrations, and ease of use. Its responsive design and free price further increase its allure and establish it as a dependable and useful choice in the competitive website builder market.

FINAL GRADE

GENERAL COMMENTS

66/100

Total:	66
1. Engagement with Literature Skills	
Written summary: + Some use of IEEE citations. + IEEE Reference list. Academic poster: + Some good use of IEEE citations. + IEEE Reference list. – Poster: citations not included, reference list format incomplete. Auto. Ref. tool & Unit section: + Some good use of IEEE citations. + IEEE Reference list. E-portfolio and quality sources: - Citation and reference not used to support task 4. + Evidence of some quality reference sources.	12
2. Knowledge and Understanding Skills	
Written summary: +/- Relevant summary of some essential skills for study and employment documented. Some additional essential skills could be included. – Could be related to a chosen career. - TURNITIN similarity check and grading not complete. - GAC not referred to. Academic poster: + Some good coverage of key teamworking considerations. Knowledge and understanding documented. + Some good use of citations included to support the content. + Mind-map activity included.	14

Auto. Ref. tool & Unit section: + Good summary of a unit topic's concept. – Could be introduced. + Key Knowledge and understanding documented. + Supporting referencing. E-Portfolio: + Task answers included-in, +/- formatted and accessible via the e-portfolio.	
3. Cognitive and Intellectual Skills	
Written summary: +/- Evidence of analysis documented for part a. +/- Supporting reference. - GAC not referred to in the analysis. Academic poster: + Good analysis of the section's key points included. +/- Use of citations included to support the analysis (+Map/- Poster). + Supporting references. Auto. Ref. tool & Unit section: + Good evidence of analysis of one of the Unit's topics. + Supporting references. E-Portfolio: + Good justification for using the tool to build the e-portfolio. – analysis could be supported by a citation and reference source.	14
4. Practical Application Skills	
Written summary: - No use of TURNITIN and review included. - GAC model not applied. Academic poster: + Poster & MindMap successfully created and shared online. Auto. Ref. tool & Unit section: + Practical use of an Automatic reference management tool clearly	13

documented.	
E-Portfolio: + Good structure & format. + Good use of a relevant tool to create the e-portfolio. Accessible and easy to use. - Some text-based task answers could be included in the portfolio to demonstrate some additional content management and enhance readability, usability and accessibility.	
5. Transferable Skills for Life and Professional Practice (including 10 marks for Online content participation.)	
Written summary: + Presentation and format ok, could be enhanced to text-based format to improve readability and accessibly. - Supporting images. Academic poster: + Format and presentation quite good. + MindMap artefact and evidence of collaboration documented. + Indication of reading flow included. Auto. Ref. tool & Unit section: + Presentation and format ok, - could be enhanced to text-based format to improve readability and accessibly. Word document submission & e-portfolio: + Title page. + Table of contents. + Required content. + E-portfolio link works well. + Presentation and format. On-time: /	13

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